The BEME Collaboration is an international group of individuals, universities, and other professional organisations committed to the development of evidence-informed education in the medical and health professions through:

- the creation of a culture of best evidence education amongst individuals, institutions, and national bodies with an education or accreditation remit;
- the production of systematic reviews which present and make accessible the best evidence available; and
- the translation of the findings from educational research to teaching practice with support for teachers and other stakeholders adopting an evidence-informed approach.

Why BEME?

BEME’s goal is to identify and to make available the latest findings from scientifically-grounded educational research. This will enable teachers and administrators to make informed decisions about approaches to teaching and learning that boost learner performance on cognitive and clinical measures leading to improved quality of patient care.

WHAT WE DO

Translate findings
BEME provides an environment where findings from educational research can be translated to teaching practice

Systematic reviews
BEME publishes systematic reviews to make accessible the best evidence available

Training and development
BEME offers opportunities for training and development in relation to implementation of evidence-informed teaching

www.amee.org
BEME has the Answers!

The BEME Collaboration can help deliver a more effective and efficient education programme.

The BEME Collaboration provides answers to questions such as:

- Should I use simulation in my teaching and what ten things can I do to make it more effective? (BEME Guide 4)
- What are the proven benefits of a curriculum where students have clinical experience in the early years? (BEME Guide 6)
- What can be done to deliver an effective faculty development programme? (BEME Guides 8 and 19)
- Is interprofessional education effective in practice? (BEME Guide 9)
- How can I use self-assessment to identify learning needs and impact on clinical practice? (BEME Guide 10)
- How can I make effective use of portfolios as a tool for learning and assessment in undergraduate or postgraduate education? (BEME Guides 11 and 12)
- Should I use educational games in my teaching programme? (BEME Guide 14)
- What do we know about the effectiveness of journal clubs? (BEME Guide 16)
- How can I measure emotional intelligence in my learners and should I? (BEME Guide 17)
- How can I deliver effective structured resuscitation training? (BEME Guide 20)
- What features of educational interventions lead to compliance with hand hygiene in healthcare professionals within a hospital care setting? (BEME Guide 22)
- What is case-based learning and how effective is it in practice? (BEME Guide 23)
- What effect does patient mix have in the work based learning context? (BEME Guide 24)
- Why are longitudinal clinical attachments important and what can I do to make them effective? (BEME Guide 26)
- How do I set about searching the medical education literature? (BEME Guide 3)
- How can I conduct a systematic review of the literature? (BEME Guide 13)

BEME Board

The BEME Board has the overall responsibility for the strategic development of the BEME Collaboration and the coordination of current activities.

Madeleine Patricio, Portugal (Chair from Sept 2015)
Albert Scherpbier, Netherlands (past Chair)
Eva Aagaard, USA
Tudor Cătălinici, Romania
Jennifer Cleland, UK
W. Dale Dauphinee, Canada
Eduardo Durante, Argentina
Nehad El-Sawi, USA
Trevor Gibbs, UK
Morris Gordon, UK
Chris Green, UK
Larry Gruppen, USA
Simon Guild, UK
Ronald M Harden, UK
Barry Isenberg, USA
Janusz Janczukowicz, Poland
Pat Lilley, UK
Anne McKee, UK and USA
Azim Mirzazadeh, Iran
Mark Newman, UK
Teresa Pawlikowska, Ireland
Jenny Schafer, Australia
Yvonne Steinert, Canada
David Taylor, UK
Arianne Teherani, USA
Rochelle Tractenberg, USA
Alison Whelan, USA
Taryn Young, South Africa

BEME activities at AMEE 2015

Short Communications
Pre-conference Workshop
Conference Workshop

BEME also offer a range of other interesting opportunities throughout the year.
What is a BEME review?

A BEME review is the systematic, logical and explicit appraisal of available information to determine the best evidence relating to an issue in medical and health professional education.

BEME reviews are designed to assist individual teachers, institutions and national bodies to make informed decisions about educational practice and policy.

Thirty-five BEME reviews have been produced to date on topics relating to teaching and learning, faculty development, assessment, curriculum strategies, education management and BEME process.

BEME Guide 1: Best Evidence Medical Education
Harden RM, Grant J, Buckley G, and Hart IR. Medical Teacher 1999, 21(6) 553-562


BEME Guide 13: Conducting a best evidence systematic review: From idea to data coding – Hammick M, Dornan T, and Steinert Y. Medical Teacher 2010, 32(1) 3-15

Best Practice Education

Much of the activity in the BEME Collaboration to date has related to the production and distribution of systematic reviews relating to topics in medical education.

Best Practice Education is an AMEE/BEME initiative currently under development. The aim is to support teachers and trainers in the use of evidence to inform their day-to-day decisions.

In the practice of evidence-based medicine, doctors do not directly consult the Cochrane Systematic Reviews to guide their day-to-day medical practice and use instead tools such as ‘UpToDate’, which was designed to meet this need.

The Best Practice Education initiative focuses on providing short evidence-informed answers to specific focussed questions that might be asked by a teacher, with one or two references to support the answer.

In this way information is provided for the teacher “just-in-time” as needed by them – a focussed answer to a specific question.

BEME International Collaborating Centres (BICCs)

BICCs have been established with responsibility for progressing the ongoing work of the BEME Collaboration, planning and supporting its further development through the work of their centre and through their representation on the Board.

- Aberdeen Patient Safety Consortium, UK
- Alabama College of Osteopathic Medicine, USA
- Consortium of Universities of Birmingham, Bournemouth, Essex and East Anglia, UK
- Georgetown University Medical Centre, USA
- Instituto Universitario del Hospital Italiano De Buenos Aires/Universidad Nacional del Sur, Argentina
- Iuliu Hatieganu University of Medicine and Pharmacy, Cluj Napoca, Romania
- Kings College, London/University of Washington School of Medicine (Seattle), UK and USA
- Maastricht University, The Netherlands
- Medical University of Lodz, Poland
- McGill University, Canada
- Royal College of Surgeons, Ireland
- Stellenbosch University Faculty of Medicine, South Africa
- Tehran University of Medical Sciences, Iran
- University of California, San Francisco, USA
- University College London/Institute of Education, UK
- University of Colorado, USA
- University of Central Lancashire/Blackpool Victoria Hospital, UK
- University of Liverpool School of Medicine, UK
- University of Michigan, USA
- University of Queensland, Australia
- University of St Andrews, UK
- Washington University School of Medicine, St. Louis, USA

BEME Review Editorial Committee (BREC)

BREC is responsible to the BEME Board for BEME reviews from their initial proposal and registration to their final publication and for ensuring that reviews meet the BEME publication standards.

Diana Dolmans, Netherlands (Chair)
Trevor Gibbs, UK (Secretary)
Nehad El-Sawi, USA
Morris Gordon, UK
Simon Guild, UK
Anne McKee, UK and USA
Susan van Schalkwyk, South Africa
Yvonne Steinert, Canada
David Taylor, UK
Rochelle Tractenberg, USA
Louise Russell, BEME Administrator

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